

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER 2017 OCT 25 PM 4:23 </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Sheldon ISD	101924			
Vendor ID #	ESC Region #		DUNS #	
69381	4		098202260	
Mailing address	City	State	ZIP Code	
11411 C. E. King Parkway	Houston	TX	77044	
Primary Contact				
First name	M.I.	Last name	Title	
Karen		Gallow	Director of CTE/Adv. Academic	
Telephone #	Email address		FAX #	
281-727-2052	karengallow@sheldonisd.com		281-727-2034	
Secondary Contact				
First name	M.I.	Last name	Title	
Brenda		Dearmon	Director of Federal Prog/Grants	
Telephone #	Email address		FAX #	
281-831-5398	brendadearmon@sheldonisd.com		281-727-2034	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name King	M.I.	Last name Davis	Title Superintendent of Schools
Telephone # 281-727-2006		Email address kingdavis@sheldonisd.com	FAX # 281-727-2085
Signature (blue ink preferred)			Date signed


 Only the legally responsible party may sign this application.

701-17-103-084

Schedule #1—General Information

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Program Summary: Sheldon ISD will utilize the 2017-2018 Perkins Reserve Grant to expand and enhance the C.E. King High School Health Science Cluster by implementing innovative practices that prepare underrepresented students to successfully complete a field of study that leads to a high wage, high demand career in registered nursing. The grant will benefit students by harnessing the collective power of higher education and industry partnerships to create a small learning community specifically designed to remove academic, socioeconomic, and age-related barriers to pursuing nursing while in high school. In addition, the proceeds from the grant will provide students with access to state-of-the-art nursing simulators, professionally trained mentors, and a high school elective class that embeds academic support during the school day for 30-34 hours of dual credit to complete the nursing field of study. Through the collaborative development and implementation of curriculum and industry experiences, Sheldon ISD (SISD), San Jacinto College North (SJCN), Harris County Public Health and Environmental Services (HCPHES), and hospitals such as Memorial Hermann will prepare students to apply their knowledge and marketable skills to real-world nursing activities. Via the HCPHES Mobile Medical Unit, which provides health services directly to the community, students will work alongside registered nurses and nursing students who serve as mentors. Also embedded in the curriculum are the skills needed to achieve college readiness benchmarks on the Texas Success Initiative Assessment (TSIA) and a score of 850 or higher on the HESI Admission Assessment Exam (HESI A2), an entrance exam for nursing schools. The therapeutic services pathway created by this grant will serve 40 ninth and tenth graders (20 per cohort) during the 2017-2018 grant period. However, the long-range plan is to phase in a ninth grade cohort of 20 students annually. The pathway, which allows high school students to complete the nursing field of study (FOS) and the HESI A2, provides an opportunity for graduates to continue their postsecondary education and earn an Associate Degree in Nursing (ADN/RN) within five semesters. The goals of the grant align with the Sheldon ISD mission of providing "personalized learning opportunities to ensure all students graduate college and career ready."

Budget: The budget was developed through the collaborative efforts of district/campus administrators, the high school career and technical education (CTE) coordinator, the San Jacinto College North dean of health and natural sciences, and the waiver project administrator of HCPHES. Priorities were established to produce the greatest results. After identifying the targeted areas, necessary and reasonable costs were itemized to reflect the total cost of the program, including contributions from Sheldon ISD, its partners, and the Perkins Reserve Grant. Costs were also projected for sustainability of the program after the grant period, and the proposal was approved by the superintendent, chief academic officer and chief financial officer.

Demographics: C.E. King High School currently serves 2,341 ninth through twelfth-grade students in a diverse and growing community located in unincorporated northeast Harris County, Texas. The campus' ethnic breakdown is 68% Hispanic, 25% African American, 6% white, and 1% other. Seventy-seven percent (77%) of the students are from economically disadvantaged homes while 66% of the student population has been identified at-risk. With a median salary of \$76,587 and 10,815 projected openings for the period between 2014 and 2024 (Texascareercheck.com), registered nursing is ranked number one in high wage, high demand occupations in the Texas Gulf Coast area. Thus, by expanding the C.E. King High School Health Science cluster to include a registered nursing pathway, the Perkins Reserve Grant will have a positive long-term impact on Sheldon ISD, a predominately economically disadvantaged community recovering from the devastating effects of Hurricane Harvey.

Needs Assessment: The development of the needs assessment is facilitated by the district administrative team led by the chief academic officer. The results are used to revise the District Improvement Plan (DIP) that serves as the educational guide for program implementation. After analyzing data and conducting root cause analyses, the team

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

collaborates to develop goals, strategies, and timelines that are aligned to the resources, interventions, and acceleration needed to achieve the goals. The DIP is reviewed throughout the school year by various departments to monitor and adjust the plan accordingly. Each school year, the district-level committee uses feedback from surveys and evaluative instruments to develop, evaluate, and revise the District Improvement Plan to improve performance for all student populations. An evaluation of programs, initiated at the district level, is also facilitated to determine the overall effectiveness in regards to student achievement. The expectation is that campus principals will replicate the process with their leadership teams prior to the beginning of each school year.

Management Plan: The facilitation of all grant components will be monitored by the director of federal programs and grants in conjunction with the director of CTE and advanced academics, the C.E. King High School principal, and the C.E. King High School CTE coordinator to ensure program implementation and budget guidelines are in compliance. The director of CTE and advanced academics and the CTE coordinator will collaborate directly with grant partnerships beyond the identified grant period. An advisory council of stakeholders from Sheldon ISD and its program partners will reflect upon, respond, and evaluate program effectiveness to monitor goal attainment.

Program Evaluation: The Advisory Council will meet to review reliable data and data collection methods that will be used to measure the progress toward the program's formative and summative goals. The team will convene quarterly to collaboratively analyze qualitative and quantitative data. The indicators will be used to inform progress on the program's implementation and impact, as well as to design interventions to achieve both short and long-term goals. Data from the Sheldon ISD and San Jacinto College North student information management systems, surveys, and attendance/participation records, as well as reports from educational testing services, will be utilized to evaluate effectiveness in the defined program areas. San Jacinto College North will continue to track cohort members who enroll in its ADN program upon high school graduation to inform the long-term impact of the program goals.

Statutory Requirements: The director of federal programs and grants will establish a monitoring process to ensure compliance to all statutory requirements based on plan detailed within this application with support from the chief academic and financial officers. Sheldon ISD will continue to meet all Statutory Requirements as outlined in the 2017-2018 Perkins Formula Grant.

TEA Requirements: The district will establish an advisory council to review all TEA requirements regarding the implementation of the Perkins Reserve Grant. The team will consist of the director of federal programs and grants, the director of CTE and advanced academics, the C.E. King High School principal, the C.E. King High School CTE coordinator and participating higher education and industry partners. The team will convene to review the expectations of the grant requirements and facilitate the review process as reflected in the evaluation section of the application. The director of federal programs and grants and the chief academic officer will establish a monitoring process to ensure compliance to all TEA requirements for Focus Area 3 of the Perkins Reserve Grant, including, but not limited to, the following: coherent, rigorous coursework to achieve an Associate Degree in Nursing within two to three years of high school graduation; activities that integrate cutting edge technology to develop relevant technical knowledge and skills; engaging work-based learning to develop reasoning, problem solving, nursing specific skills and attitudes, and employability; a sustainability plan; and a sample crosswalk that outlines the path from the field of study to becoming a registered nurse with an Associate Degree in Nursing. Sheldon ISD's higher education and industry partners have committed to assist with the development and implementation of the curriculum and industry experiences.

Conclusion: Sheldon ISD is committed to this project and will utilize this opportunity to expand the C.E. King High School health science cluster and to further develop partnerships with higher education and industry to support the goals and expectations for student achievement. SISD will continue to allocate district resources and to solicit additional funding sources and partners to focus on the academic needs of the student population and sustain the program beyond the grant period.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101924	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$2,160	\$0	\$2,160	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$2,425	\$0	\$2,425	\$7,500
Schedule #9	Supplies and Materials (6300)	6300	\$44,300	\$0	\$44,300	\$12,040
Schedule #10	Other Operating Costs (6400)	6400	\$3,500	\$0	\$3,500	\$12,750
Schedule #11	Capital Outlay (6600)	6600	\$22,615	\$0	\$22,615	\$0
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$0	\$75,000	\$32,290

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,750

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title	0	0	\$0	\$0
22	Title	0	0	\$0	\$0
23	Title	0	0	\$0	\$0
24	Subtotal employee costs:			\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$0	\$0
26	6119	Professional staff extra-duty pay		\$2,160	\$0
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$2,160	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2,160	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$2,425	\$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	San Jacinto College Nursing Success Seminars for career exploration and preparation for work-based learning	\$0	\$2,500
2	HCPHES onboarding, mentoring, and orientation for field experiences and work-based learning	\$0	\$5,000
3		\$0	\$0
4		\$0	\$0
5		\$0	\$0
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$7,500
b. Subtotal of professional and contracted services:		0	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		0	\$0
(Sum of lines a, b, and c) Grand total		\$2,425	\$7,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$44,300	\$12,040
Grand total:		\$44,300	\$12,040

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$3,500	\$12,750
Grand total:		\$3,500	\$12,750

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 101924				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$0	\$0
66XX—Computing Devices, capitalized					
2		0	\$0	\$0	\$0
3		0	\$0	\$0	\$0
4		0	\$0	\$0	\$0
5		0	\$0	\$0	\$0
6		0	\$0	\$0	\$0
7		0	\$0	\$0	\$0
8		0	\$0	\$0	\$0
9		0	\$0	\$0	\$0
10		0	\$0	\$0	\$0
11		0	\$0	\$0	\$0
66XX—Software, capitalized					
12		0	\$0	\$0	\$0
13		0	\$0	\$0	\$0
14		0	\$0	\$0	\$0
15		0	\$0	\$0	\$0
16		0	\$0	\$0	\$0
17		0	\$0	\$0	\$0
18		0	\$0	\$0	\$0
66XX—Equipment, furniture, or vehicles					
19	Manikin/accessories for simulation-based training	1	\$22,615	\$22,615	\$0
20		0	\$0	\$0	\$0
21		0	\$0	\$0	\$0
22		0	\$0	\$0	\$0
23		0	\$0	\$0	\$0
24		0	\$0	\$0	\$0
25		0	\$0	\$0	\$0
26		0	\$0	\$0	\$0
27		0	\$0	\$0	\$0
28		0	\$0	\$0	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				0	\$0
Grand total:				\$75,000	\$32,290

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101924 Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	DNA	DNA%	Student participation will be determine by recruiting efforts.
Limited English proficient (LEP)	DNA	DNA%	SISD will strive to recruit a student population that mirrors the campus demographics.
Attendance rate	NA	DNA%	
Annual dropout rate (Gr 9-12)	NA	DNA%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.		%	
6-10 Years Exp.	1	%	Future position will be hired prior to start of program
11-20 Years Exp.	1	%	Teacher has Master's in biology and teaches anatomy and physiology
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree	1	50%	Bachelor's in science required for future position
Master's Degree	1	50%	Represented in the 11-20 Years Exp. category
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										20	20			40
Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	1			2

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process: The proposal described in this grant application is designed to serve C.E. King High School, the only comprehensive high school campus in Sheldon ISD serving students in grades 9-12. An ongoing systematic district process was utilized to identify and prioritize the needs aligned to the program goals of the Perkins Reserve Grant. This system is used at both the district and campus levels for all needs assessments.

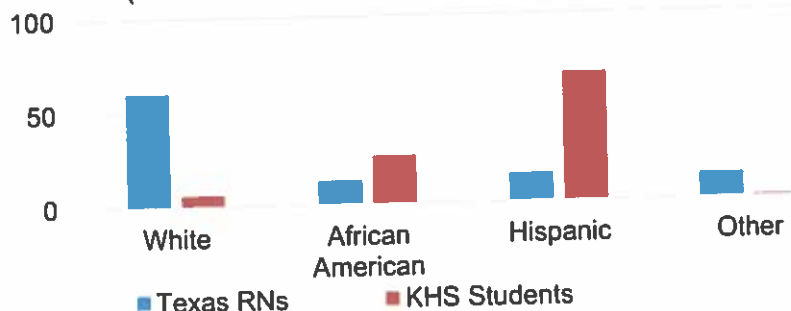
Each year campuses conduct a comprehensive needs assessment facilitated by the site based decision-making committee, which consists of campus administrator(s), teachers, parent, community member, business partner, and a student if possible. The group convenes to discuss the potential to impact student achievement by developing goals and action plans that will inform resource allocation, strategies, and evaluation. The team gathers and analyzes reliable data from multiple sources to identify patterns, trends, strengths, and issues. The analysis results in a list of needs that are prioritized to determine which are most important and have the most impact on student achievement, the program goals, and the mission and vision of the campus and district.

Once the needs are prioritized, the team conducts a root cause analysis and summarizes its findings. It addresses the priorities by developing SMART goals, objectives, and strategies that identify the personnel, measures, resources, budget, and timelines for achieving milestones, monitoring implementation, and evaluating progress.

The actions are integrated into the Campus Improvement Plan (CIP) and the District Improvement Plan (DIP), which are reviewed by the Site Based Decision Making Team and district leadership to monitor and adjust the plans as needed. The plans are "living documents" that reflect a continual improvement process that is designed to monitor and improve performance for all students. An evaluation of programs, initiated at the district level, is also facilitated to determine their overall effectiveness. The chief academic officer annually evaluates the needs assessment process and revises it, if needed, to improve its focus, purpose, and impact.

The needs assessment for the Perkins Reserve Grant resulted in five priorities for supporting C. E. King High School students—a high at-risk, economically disadvantaged, and underrepresented population—in achieving the milestones needed to successfully complete a field of study that leads to a high-wage, high-demand career as a registered nurse. Students at C.E. King High School have a sense of community pride and are highly motivated to pursue college and career opportunities. In fact, 50% of the student population is comprised of CTE concentrators. The implementation plan described in this proposal can change the trajectory of an economically disadvantaged community by supporting the academic needs of the students and providing equitable access to rigorous courses and relevant work-based learning.

Comparison of % KHS Population to
Population of TX RNs
(TX Center for Nursing Workforce Studies)

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Of the 9 th and 10 th graders who have selected the Health Science cluster, 40% have indicated an interest in becoming registered nurses, but the rigor of college Anatomy and Physiology (BIOL 2401 and 2402), a requirement for the nursing field of study (FOS), has resulted in a 57% success and a 36% withdrawal rate for high school students who attempted the course during the past three years. Students need additional academic support for success.	To increase performance and overcome the academic hurdle of rigorous college health science courses, the grant will support an accelerated learning plan that includes a college readiness elective during the school day, college tutors, instructional resources used in college courses and a teacher experienced in microbiology and anatomy and physiology who collaborates and plans with higher education faculty.
2.	While 40% of 9 th and 10 th graders indicate an interest in a nursing pathway, the health science cluster lacks authentic, nursing-specific work-based learning experiences due to age requirements and limited space/availability of the higher education clinical partners.	The grant will support "Close KNIT" (King Nurses in Training) activities including a high school work-based learning and onboarding program to provide mentors, increase awareness for specialized careers in nursing, provide state of the art simulation labs, and laptops to access college resources and course materials.
3.	Seventy-seven percent (77%) of C.E. King High School is economically disadvantaged. Hispanic and African American students, 91% of the student body, represent only 27.2% of the registered nurses in Texas, according to "Texas RNs by the Numbers," a 2016 report by the Texas Center for Nursing Workforce Studies. Support from the Perkins Reserve Grant would remove the socioeconomic barriers for students underrepresented in the nursing field.	Proceeds from the grant will support college tuition and textbooks, informational materials to recruit non-traditional and underrepresented students, and parent/community education seminars to create a model pipeline for filling Texas Gulf Coast job openings in registered nursing, the top ranked high-wage, high-demand occupation.
4.	College entrance exams (TSIA) and nursing program exams (HESI A2) pose barriers to accessing college coursework. To complete a nursing FOS by high school graduation, students must meet TSIA benchmarks before 11 th grade. Currently, KHS 10 th graders who have met the standard are as follows: 3% math; 7% reading; 13% writing. Therefore, the curriculum and programming must embed early TSIA and HESI A2 support.	The nursing cohort's health science courses and college readiness elective will include curriculum components collaboratively developed and implemented by the partners, as well as Close KNIT camps that embed the TSIA and HESI A2 knowledge and skills. The Close KNIT cohorts will create a culture of teamwork and shared success for the small learning community supported by the grant.
5.	Reports from the 2016 TX Center for Nursing Workforce Studies indicates that 68% of the 116 nursing schools did not accept qualified applicants due to lack of clinical space. To provide a competitive edge, students need a clear understanding of the acceptance process and criteria, as well as after school support to maintain a college GPA acceptable to most nursing schools.	San Jacinto College North will reserve 20 spots per cohort for students who score 850+ on the HESA A2; complete the FOS, and maintain a 3.5 GPA. To support students in achieving this goal, the grant will provide professional development regarding rigor and college and career readiness strategies; Saturday Success Sessions; personalized advising; and college-sponsored Nursing Success Seminars ("So You Want to Be a Nurse").

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Schedule #14—Management Plan

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of CTE and Advanced Academics	Karen Gallow, M.Ed. is Director of CTE and Advanced Academics--25 years of experience in education; higher education liaison; supervisor of dual credit programs, including ECHS and STEM initiatives. Certifications: Principal, Superintendent, Gifted/Talented supplemental.
2.	Director of Federal Programs/Grants	Brenda Dearmon, Ed.D-33 years of experience in education; 11 years managing & supporting grants such as 21 st Century After School Programs. Recipient of Texas Golden ACE Award for Admin of the Year-2011. Cert: Principalship, curriculum & supervision, & superintendency.
3.	Coordinator of CTE	Bonita Taylor, M.Ed in counseling with a certification in business--15 years in education and 3 years with a non-profit healthcare outreach program. District CTE coordinator for past 3 years.
4.	Dean of Nursing Program SJCN	Rhonda Bell has 25 years of experience with extensive project management in setting up new healthcare practices. Served as director of registered nurses and instrumental in high-fidelity simulation both in theory and lab development. Research presentations & published articles.
5.	Principal of high school	Demetrius McCall, Ed.D--extensive experience in program management and curriculum development. Researches innovative projects to motivate and engage students. Facilitates a school within a school model of an Early College High School system.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Recruit 40 students for the KNIT Nursing Program 20 – 9 th graders 20 – 10 th graders	1. Announcements & distribution of program literature	01/08/2018	01/12/2018
		2. Kickoff – parent meeting & information night	01/18/2018	01/18/2018
		3. Advising for nursing field of study	01/22/2018	01/31/18
		4. Recruitment for students	01/8/2018	01/31/18
		5.		
2.	100% of program 10 th graders will achieve TSI scores to enroll in college coursework	1. San Jacinto College North Application & PAA	02/07/2018	02/08/2018
		2. TSIA Prep & Pre-Assessment	02/17/2018	02/24/2018
		3. Personalized intervention plan based on pretest	02/24/2018	02/24/2018
		4. TSIA testing	02/28/2018	02/28/2018
		5. Retake TSIA	03/07/2018	03/07/2018
3.	100% of students will have a 6-year plan that will include achieving their ADN/RN degree	1. Career awareness via Harris County mobile unit	04/02/2018	07/25/2018
		2. Career awareness via Memorial Hermann Hospital	05/01/2018	07/25/2018
		3. Advising sessions with shared educational planner	04/02/2018	05/25/2018
		4. Participating in nursing success seminars	06/05/2018	06/29/2018
		5. Enrollment of 20 rising juniors in college courses	05/01/2018	08/05/2018
4.	100% of students will score proficient on the nurse's protocol after clinical explorations	1. Minimum of 1 hour per week in simulation labs	04/02/2018	06/01/2018
		2. Work-based learning program via HCPHES	04/02/2018	07/25/2018
		3. Clinical field experiences	04/02/2018	07/25/2018
		4.		
		5.		
5.	95% of program students earn a "C" or better in college courses	1. Implementation--accelerated instruction & support	06/05/2018	07/25/2018
		2. Master Schedule reflects (PLC) time to collaborate	04/03/2018	04/30/2018
		3. PD for program teachers	01/05/2018	07/25/2018
		4. Preparation for HESI A2	06/05/2018	07/25/2018
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Site-based and district-level teams monitor data and progress for attainment of goals each six weeks. Special programs are monitored via student activity groups in the PEIMS student information system. Grades are also obtained from San Jacinto College North after midterms and at the end of each semester. Reports are monitored for grades and attendance. Students will also have two teachers on the high school campus that will support students with time management, study skills, note taking skills, test preparation, and tutorials. If student data shows that students are not successful, a conference with parents will be requested in an effort to determine the best means to assist students. Attendees would include the student, his or her parents, the teacher or team of teachers who interact and work with students on a daily basis, and the College/Career support teacher. If students are not successful at San Jacinto College North, students will conference with the college instructor and attend college study sessions, and attend high school Close KNIT study teams facilitated by the College/Career support teacher.

Should the district or site-based decision making teams recommend adaptations to the implementation plan, the changes are communicated to stakeholders via professional learning communities and faculty meetings, the district leadership committee, the program Advisory Council, parent letters, the Districtwide Instructional Improvement Council, face-to-face parent meetings, the campus website, and to students via their mentors and College and Career Readiness course. The Campus Improvement Plan and District Improvement Plan are revised to integrate the revisions.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current Program: Sheldon ISD developed a health science cluster three years ago which encompasses the therapeutic services pathway. It also includes dual credit opportunities, such as pharmacy technician, medical assisting, and emergency medical technician. Currently, there are 167 students participating in this dual credit program, which is open to all high school students, and is part of a long-term, ongoing partnership with SJCN.

Program Coordination: The proposed program Close KNIT--*King Nurses in Training*, will provide an opportunity for students to complete coursework that will create a direct pathway of transferrable credit hours to complete an Associate Degree in Nursing. This will also allow the students to participate in the assessment process for licensing. Within five semesters of high school graduation, students can earn an Associate Degree in Nursing and take the National Council Licensure Examination for registered nursing (NCLEX-RN). The development of this program will enhance and expand our health science career cluster and offer additional career pathways for students participating in the current health science program. All students in the therapeutic services pathway will be able to access the equipment purchased with grant funds and experience real-world applications using the type of equipment that is utilized at San Jacinto College and in hospitals. SISD will manage the project and coordinate academic support; SJCN nursing department is the primary consultant for rigor and vertical alignment of the program; HCPHES will support the coordination and feedback from work-based experiences.

Committed Project Participants: SISD will closely monitor students' progress while offering support systems for students enrolled in the program. Continuous parent involvement and career awareness activities, such as field experiences and work-based learning, will be used to motivate and engage learners. There is a strong commitment from the district participants which includes the superintendent, chief academic officer, chief financial officer, and program development/implementation team to work collectively and collaboratively to create a program of sustainability. SISD has letters of support from partners expressing their commitment beyond the grant period. The advisory council will meet to review program goals based on the identified data to drive decision-making and maximize effectiveness.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101924 Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review TSIA score report for each student	1.	Number of students scoring 350 or better in math.
		2.	Number of students scoring 351 or better in reading.
		3.	Number of students scoring 340 or better in writing, essay score of 4...
2.	Track and monitor the development and progress toward students completing their six-year plans	1.	The completion of the development each student's field of study plan by the end of June 30, 2018, and each semester of the program.
		2.	
		3.	
3.	Use clinical rating scale to assess students' competencies in the nurse's simulation lab.	1.	Responses of an overall 3 or better on a Likert scale of 1 (low) to 5 (high)
		2.	
		3.	
4.	Track successful course completion for each student at the end of each semester.	1.	Individual students' high school and college transcripts
		2.	
		3.	
5.	Use clinical rating scale to assess students' competencies during field experiences	1.	Responses of an overall 3 or better on a Likert scale of 1 (low) to 5 (high)
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 points.

Data Collection: The high school is divided into academies which reflect small learning communities to support the academic needs of each student. The Human Services academy principal will be responsible for collecting and compiling the necessary data to determine program effectiveness as it relates to the program objectives and the evaluation design.

Problem Correction: The data will be presented and shared with staff, the Director of CTE, and the Coordinator of CTE during professional community learning (PLC) sessions. The campus master schedule will need to be developed to reflect a PLC for teachers supporting this cohort. During PLC time, the team will review and analyze the data, which will include student attendance and achievement to determine a course of action each nine week period. The team will use the data to identify which students will require accelerated instruction to improve academic performance. Intervention teachers will be available to offer after school and Saturday assistance as a means of increasing students' overall success. The process will also permit the staff to analyze the data to determine changes in their delivery of instruction and the delivery of the sequence of the curriculum. The academy counselor and SJCN dual credit office will assist in the development of each student's six-year plan and will facilitate on-going counseling sessions with the students at least once each semester to ensure students are on track for meeting all course requirements and program expectations. The Director of CTE will facilitate the quarterly CTE Advisory Council meetings where program data and other pertinent information will be discussed using a collaborative format. The council will also conduct an annual program evaluation using the SWOT" analyzes model (Strengths, Weaknesses, Obstacles, and Targets) to navigate towards a high quality program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

SISD and C.E. King High School collaboratively chose registered nursing for several reasons. First, a student survey of current 9th and 10th graders indicates that 40% of the students enrolled in the therapeutic services pathway are interested in a career in nursing. However, their only options at this time are the Medical Assisting and the Emergency Medical Technician programs. In addition, registered nursing is the career ranked number one in high wage, high-demand occupations in the Texas Gulf Coast area. The median salary for registered nurses is \$76,587 with 10,815 projected openings between 2014 and 2024 according to Texascareercheck.com and the Workforce Development site. In addition, Sheldon ISD professionals noted that 91% of the C.E. King High School population (African Americans and Hispanics) are underrepresented in the field of nursing in Texas. As per the Texas Center for Nursing Workforce Studies (2016), 27.2% of Texas nurses are African American and Hispanic.

The Health Science cluster was established at the beginning of the 2015-2016 school year at C. E. King High School and has continued to grow since its inception. It is currently the fastest growing cluster at the campus. With the addition of the nursing field of study (FOS), students will have the option for higher wages and an innovative, but clear path to a career as a registered nurse. This FOS will also provide options for the student to obtain an Associate degree within five semesters of graduating from high school.

Upon collaborating with SJCN, the SISD higher education partner, the dean of allied health indicated that SISD would need to address several roadblocks for many students, especially high school students, who aspire to become nurses:

- Challenging coursework in Anatomy and Physiology and Microbiology
- Competitiveness and limited space in nursing schools
- Tuition and fees
- Age limitations of SJCN clinical partners due to reasoning skills of high school students

The partnership developed with SJCN and HCPHES, along with the proceeds from the Perkins Reserve Grant, will offset the challenges. To date, the SJCN curriculum team has met to develop academic supports and curriculum alignment for the purposes of the grant. HCPHES has committed to mentoring students and providing field experiences and work-based learning for program students. The partnership will collaborate to develop a Clinical Performance Rating Scale to assess student progress and prepare minors for the field of nursing.

It is the district's expectation that this cluster will continue to grow in the coming years. Sheldon ISD, San Jacinto College North, and Harris County Public Health and Environmental Services are committed to providing avenues for students to be successful in the nursing FOS and return to the local community to provide much needed healthcare services.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Sheldon ISD, in collaboration with its higher educational partner, San Jacinto College North (SJCN), and an industry partner, HCPHES, will add the nursing program of study to its current Health Science cluster. The SJCN liaison, Dr. Rhonda Bell, has collaborated with San Jacinto College North instructors and Sheldon ISD (SISD) district and high school personnel to design a dual credit FOS that includes rigorous college courses leading to a postsecondary degree, ADN, upon completion of five additional semesters of college coursework after high school graduation. The courses will increase in rigor from semester to semester and are required for a competitive edge to admission into various nursing programs. The college has also planned activities on the college campus which includes Nursing Success Seminars intended to assist students with preparing for nursing school. SISD currently collaborates with SJCN on Academic and Technical dual credit programs such as Sheldon ECHS and C. E. King Modified Early College Academy (MECA). SJCN provides Technical Dual Credit for current programs of study, which include Pharmacy Technician, Emergency Medical Technician and Medical Assisting. SJCN provides C.E. King High School with a full-time on-site Shared Educational Planner to advise students and support the transition to college. SISD has partnered with SJCN on previous grants such as Gulf Coast Partners Achieving Student Success (GCPASS).

SJCN Support for Grant

- SJCN will support 75% of the college tuition for students in the grant program
- SJCN will provide nursing success seminars for students
- SJCN will provide college orientation and advising a minimum of twice annually
- SJCN will reserve 20 spots in their nursing school for students who meet the entrance criteria
- SJCN will collaborate with Sheldon ISD to develop and implement curriculum for the grant program
- SJCN will provide professional development opportunities for Health Science teachers

The HCPHES liaison and his team has committed support to provide enhanced opportunities for students in collaboration with C.E. King instructors to gain career awareness through hands-on experiences via various healthcare events; HCPHES will utilize their mobile immunization clinics to support this endeavor. They will also offer and support work-based learning activities providing a minimum of ten hours a week in HCPHES clinics for upper level students. This support will enhance student learning and will provide the necessary clinical experiences until students attain age for participation in other hospital clinical programs. We currently have an excellent working relationship with HCPHES. They will provide vaccines regularly to our students, participate on our CTE advisory council, and provide public service to the Sheldon community, such as vaccinations and health screenings.

HCPHES Support for the grant

- Provide work-based learning opportunities via HCPHES mobile medical unit and area health & wellness clinics
- Provide health service professionals as mentors to students enrolled in the nursing program of study
- Provide on-boarding training--workplace skills, soft skills, and occupational skills--for students beginning the nursing field of study
- Provide opportunities for hands-on, relevant patient services to students via work-based learning opportunities
- Provide training in confidentiality, blood borne pathogens, and the Health Insurance Portability and Accountability Act (HIPAA)
- Provide participation opportunities for students in public health services that benefit the community such as immunization drives

C.E. King High School will provide students with high school health science courses (Health Science Theory, Medical Terminology, Health Science Clinical, Principles of Health Science) in the program of study. A new cohort of students will be recruited annually beginning in 2018. Freshman, sophomores, and juniors who show an interest in nursing will be provided with activities and career awareness using nursing simulations and HCPHES events and activities. Hands-on clinical activities will be provided for students via HCPHES, as well. C.E. King High School will also embed on-campus support utilizing its anatomy and physiology teacher who will provide mentoring and tutoring to support college coursework. The C.E. King High School College/Career teacher will teach time management skills, study skills, note taking strategies and other academic behaviors to ensure that students in this program are successful.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The crosswalk for the Nursing Field of Study is shown below. The Nursing FOS is a rigorous educational program that provides high school students an opportunity to earn postsecondary credit and the ability to earn an ADN and BSN upon graduation.

Program of Study: 2017 Nursing Field of Study Crosswalk – C. E. King High School and San Jacinto College North

High School Course Title	High School Credit Hours	College Course Number	College Course Title	College Credit Hours
Medical Microbiology A	.5	Any 4 SCH ACGM course including lab	Chemistry with lab	4
Medical Microbiology B	.5	BIOL 2421 or 2420	Microbiology for Science Majors (lecture + lab) or Microbiology for Non-Science Majors (lecture + lab)	4
Lifetime Nutrition & Wellness	1	BIOL 1322/HECO 1322	Nutrition & Diet Therapy	3
Anatomy and Physiology A	.5	BIOL 2401	Anatomy and Physiology I (lecture + lab)	4
Anatomy and Physiology B	.5	BIOL 2402	Anatomy and Physiology II (lecture + lab)	4
Psychology	.5	PSYC 2301	General Psychology*	3
Human Growth & Development	1	PSYC 2314	Lifespan Growth & Development*	3
Statistics	1	MATH 1342	Elementary Statistical Methods	3
English IV A	.5	ENGL 1301	Composition I	3
English IV B	.5	ENGL 1302 or ENGL 2311	Composition II or Technical and Business Writing	3
Total HSC	6.5		Total SCHs:	34

*One of these courses may satisfy core curriculum requirements.

Upon graduation from high school, students who meet the entrance criteria may complete five additional semesters of RNSG courses in the nursing program at San Jacinto College North to obtain an ADN (RN). The courses are as follows: Foundations for Nursing Practice, Nursing Skills I, Health Assessment, Clinical Nursing Introduction, Common Concepts, Adult Health, Pharmacology, Clinical – Common Concepts of Adult Health, Mental Health Nursing, Care of Children and Families, Maternal/Newborn Nursing and Women's Health, Clinical – Registered Nursing, Enhanced Concepts Adult Health, Clinical – Registered Nursing, Professional Nursing Leadership and Management, Clinical Nursing, Professional Nursing Review and Licensure Preparation. San Jacinto College North is currently designing a RN-BSN pathway, which will include approximately 36 credits in nursing-related courses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The partner organizations that will help carry out the components of the grant are San Jacinto College North Campus (SJCN) and Harris County Public Health & Environmental Services (HCPHES).

San Jacinto College North: The district has enjoyed a longstanding relationship with its higher education partner, SJCN, through dual credit academic, MECA, ECHS, and technical programs. The Dean of the Allied Health Services department at SJCN is the liaison for SJCN during the grant period and beyond. She has 25 years of experience in nursing and nursing education and extensive project management expertise while serving as the Director of Nursing as a Registered Nurse in a large facility. Her experience in a postsecondary institution includes teaching nursing courses, Program Director for the nursing program, and Department Chair for the Health Sciences department. She has served in her current position since 2015 and works on various committees, including faculty credentialing and curriculum development. SJCN will support 75% of the college tuition for students in the grant program, provide Nursing Success Seminars, reserve 20 nursing school spots for program students, collaborate with SISD to develop and implement curriculum, and provide professional learning opportunities for program teachers at C.E. King High School.

Harris County Public Health & Environmental Services: The industry community partner, HCPHES, has also been very committed to Sheldon ISD. The liaison for the HCPHES currently works as the DSRIP/ PHI Lab Project Administrator with over 10 years of experience in diverse healthcare and business innovation/change management experience. He also designed, and implemented the first county government run Public Health Innovations Lab (Incubator/ Accelerator) in Texas, as well as operated ten project teams. The HCPHES partnership is an essential component because it provides clinical learning experiences for high school students. SISD is pursuing additional partners, such as Memorial Hermann Humble Hospital, to provide opportunities for students to obtain hospital based experiences via service learning projects.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The HCPHES will assist with curriculum development to support industry experiences for students participating in the C.E. King High School nursing program.

- HCPHES will collaborate with the curriculum development team for the Health Science Department at Sheldon ISD and C.E King High School. The team will be composed of HCPHES staff and teachers from the Health Science department as well as an instructor from SJCN. The team will first determine what skills are necessary for success in a rigorous nursing program of study. They will also determine what experiences are necessary for students to develop a beginning working knowledge of nursing as they continue in the nursing program of study. After determining skills and experiences needed, the team will use the backwards design model to develop a clinical performance rubric and implement the timeline for job shadowing and volunteer opportunities.
- HCPHES will also assist with the development of a work-based learning program. Tenth and eleventh graders will participate in a combination of job shadowing opportunities and HCPHES healthcare events. Seniors will be required to earn a minimum of 10 hours of hands-on training per week. These experiences will expose students to engaging real-world nursing experiences and a variety of scenarios.
- HCPHES has also committed to provide its mobile unit for ongoing field experiences beginning with the first cohort of the nursing program of study. The curriculum implementation for such experiences will be assessed by the clinical performance rating scale developed by SISD, HCPHES, and SJCN.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101924

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The proposed plan was created with the following district staff members participating in the process: superintendent of schools, chief academic officer, chief finance officer, and program development/implementation team. There is a strong commitment from the team to work collectively and collaboratively to create a program of sustainability for our students. This innovative project will add a therapeutic services pathway to our course guide as a major pathway in our Public Services Endorsement. The high school principal and CTE director are prepared to include this field of study in the current CTE Advisory plan based on the decision of the district planning team to write the nursing program into the district's five-year, long-range plan. The project will also be included in the district/campus improvement plans to be monitored by the district leadership team and the campus site based team.

The next step is to have the curriculum, instructional materials and equipment available for implementation with fidelity. This process can come to fruition upon the award of the Texas Perkins Reserve Grant.

Thirdly, the industry and higher education partners have provided letters of support to ensure that the program will continue to phase in 20 students per year beyond the grant period. These partners have committed to provide teacher and student trainings, tuition support, supplies, mentorship, work-based learning, etc. at no cost to the district or the students. SISD is also pursuing additional partners such as Memorial Hermann Humble Hospital where students can obtain hospital-based experiences through service learning projects. Students will also learn about specialized nursing fields. This is an important component because SJCN has limited clinical experiences for students due to age requirements and the competitiveness for clinical experiences in the northeast Houston area. The higher education and industry partnerships will be the catalyst to motivate, engage and sustain the program.

Fourth, the Sheldon ISD Education Foundation, which has proven to be successful in raising additional funds to support district goals and expectations, has expressed an interest in supporting advanced academics. Within the next few years, the Educational Foundation will have reached a level where funding will be stable. The Foundation is committed to becoming a funding source for students from economically disadvantaged families and students identified at-risk. Once the grant period ends, these funds will be available to assist the program's efforts.

As the district continues to grow, the Career and Technology allotment funds will increase, providing additional funds to support the program's efforts. At the end of the grant period, the district has identified strategies to support sustainability. First, letters of support from our partners have been provided. These letters express their commitment to this project beyond the grant period.

Lastly, the CTE Advisory Council will meet quarterly to review program goals and expectations based on an identified data set to drive decision-making that will maximize the effectiveness of the overall program. The council will monitor the program during the grant period and assist with the transition after the end of the grant period. As the team promotes the KNIT (King Nurses in Training) program, every measure will be taken to develop and sustain an innovative program that opens doors for Sheldon ISD students to secure high-demand, high-wage jobs.

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Program of Study (Focus Area 3)

The capstone program of study is the Nursing Field of Study (FOS). This program of study includes courses outlined by SJCN which transfer to an Associate Degree of Nursing (RN). For the grant period, students will be recruited beginning in 9th and 10th grades and will complete the FOS by graduation from high school. Each year thereafter, the program will recruit and enroll a new cohort of 9th graders. By the end of this field of study, students will score an 850 or better on the HESI A2 entrance examination for nursing school and will have the option of applying to the SJCN nursing school. The Field of Study curriculum for Nursing includes fully transferable semester credit hours (SCH) of applicable lower-division academic courses and an additional set of Workforce Education (WECM) nursing courses. The C.E. King High School FOS nursing students will attend classes on the SJCN college campus where they will share learning experiences with other college students. To support the program of study, seniors in the program will complete a Practicum in Health Science, which includes 10 hours per week in a supervised clinical environment.

In addition, FOS nursing students will receive experience in patient care at HCPHES clinics and via the high school nursing simulation lab. The program of study is designed to prepare students to become competent nurses who earn competitive wages. Upon graduation from high school and completion of the FOS, twenty SJCN nursing school slots will be reserved for C. E. King High School students who meet entrance requirements.

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Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Complement Existing CTE Program (Focus Area 3)

C.E. King High School, which provides pathways in 14 of the 16 career clusters, would benefit from the Perkins Reserve Grant, especially since it is the only comprehensive high school in Sheldon ISD and bears the responsibility of providing a variety of quality options that meet the students' needs. Of the 14 clusters, six are offered via San Jacinto College North. One of Sheldon ISD's most popular work-based learning experiences, Genesys Works, provides students with meaningful internships at Fortune 500 companies. The Perkins Reserve Grant, has the ability to provide another avenue for students to

The Perkins Reserve Grant will be used to enhance the Public Services Endorsement/Health Science Cluster at C. E. King High School. The addition of the nursing program of study creates another option in the therapeutic services pathway. The Health Science cluster has been a very popular cluster for our students since its inception in the fall of 2015, but age requirements and socioeconomic barriers have kept our students from participating in postsecondary programs leading to certifications or postsecondary degrees in nursing. If the district is awarded this grant, Sheldon ISD students will have access to a rigorous program of study that includes enhanced career awareness via healthcare events and job shadowing experiences, as well as work-based learning opportunities, communication with mentors, hands-on simulations, and preparation for the TSIA and the HESI A2 exams.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101924

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: